

Hampton 2 School District

319 4th Street

Estill, South Carolina

Grades PK-12 District

Enrollment 915 Students

Superintendent Dr. Beverly Gurley 803-625-5021

Board Chair Daisy Orr 803-625-2049

THE STATE OF SOUTH CAROLINA 2013 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Below Average	Good*
2012	Below Average	Average
2011	At-Risk	Average
2010	At-Risk	Excellent
2009	At-Risk	At-Risk

* The District's 2013 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

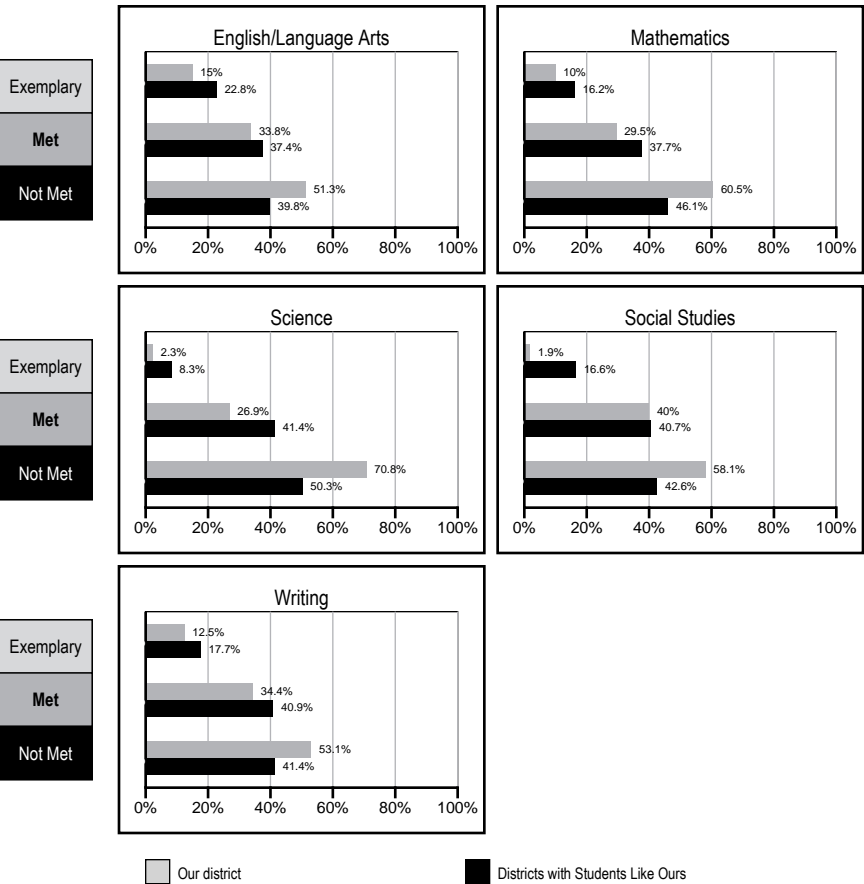
98%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	8	6	1

* Ratings are calculated with data available by 01/16/2014.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2011	2012	2013	2011	2012	2013
Passed both subtests	52.4%	61.1%	66.7%	65.7%	65.2%	64.0%
Passed one subtest	27.4%	19.4%	13.9%	17.9%	18.6%	19.3%
Passed no subtests	20.2%	19.4%	19.4%	16.4%	16.2%	16.7%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	50.0%	65.2%
English 1	33.3%	55.9%
Biology 1/Applied Biology 2	30.2%	56.9%
US History and the Constitution	8.2%	31.1%
All Subjects	31.5%	52.7%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Four-Year Cohort	94	77	191	202
Number of Graduates in Cohort	72	60	139	151
Rate	76.6%	77.9%	74.8%	75.8%

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	120	94	196	215
Number of Graduates in Cohort	92	78	143	166
Rate	76.7%	83.0%	76.1%	78.7%

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=915)				
First graders who attended full-day kindergarten	100.0%	No Change	99.2%	99.2%
Retention rate	3.3%	Up from 0.4%	2.5%	1.9%
Attendance rate	93.9%	Down from 94.3%	95.8%	95.8%
Served by gifted and talented program	8.3%	N/A	4.8%	12.0%
With disabilities	15.4%	N/A	13.0%	12.7%
Older than usual for grade	7.0%	N/A	6.5%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	9.2%	Up from 1.6%	0.7%	0.7%
Enrolled in AP/IB programs	0.0%	Down from 3.9%	4.4%	14.0%
Successful on AP/IB exams	N/A	N/A	43.3%	50.5%
Eligible for LIFE Scholarship	22.7%	Up from 9.2%	27.1%	31.8%
Enrolled in adult education GED or diploma programs	N/A	N/A	16	50
Completions in adult education GED or diploma programs	N/A	N/A	14	37
Annual dropout rate	1.1%	Down from 1.7%	1.9%	2.3%
Teachers (n=65)				
Teachers with advanced degrees	60.0%	Up from 56.5%	59.5%	61.4%
Continuing contract teachers	60.0%	Down from 68.1%	70.6%	80.0%
Teachers returning from previous year	71.6%	Down from 75.5%	85.3%	90.4%
Teacher attendance rate	96.0%	Up from 91.7%	95.5%	94.8%
Average teacher salary*	\$42,596	Down 3.1%	\$43,872	\$47,587
Vacancies for more than nine weeks	7.7%	Down from 10.1%	1.0%	0.2%
Professional development days/teacher	9.7 days	Up from 5.8 days	9.7 days	10.3 days
District				
Superintendent's years at district	1.0	Up from 0.0	3.0	4.0
Student-teacher ratio in core subjects	29.6 to 1	Up from 11.7 to 1	20.9 to 1	22.2 to 1
Prime instructional time	88.2%	Up from 83.9%	89.3%	89.4%
Dollars spent per pupil**	\$13,560	Down 8.0%	\$10,583	\$9,101
Percent of expenditures for teacher salaries**	37.0%	Up from 36.0%	47.5%	52.0%
Percent of expenditures for instruction**	40.0%	Up from 38.7%	51.0%	56.0%
Opportunities in the arts	Good	Up from Poor	Excellent	Excellent
Number of schools	3	No Change	7	11
Number of magnet schools	3	Up from 0	0	0
Portable classrooms	11.4%	Down from 23.5%	1.1%	0.9%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	2.0	No Change	6.0	10.0
Parents attending conferences	100.0%	Up from 96.4%	100.0%	100.0%
Average administrator salary	\$73,290	Up 5.0%	\$73,903	\$79,389

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	74	81.1%	340	31.5%	77	77.9%
Gender						
Male	41	70.7%	176	25.0%	43	67.4%
Female	33	93.9%	164	38.4%	34	91.2%
Racial/Ethnic Group						
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	69	81.2%	324	30.9%	72	77.8%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	16	43.8%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	14	28.6%	63	1.6%	11	27.3%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	14	42.9%	N/A	N/A
Socio-Economic Status						
Subsidized meals	66	78.8%	311	27.7%	66	75.8%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2013

	Our District	Districts with Students Like Ours
Percent	81.1%	86.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2012	2013	2012	2013	2012	2013	2012	2013		
District	398	351	387	382	388	368	1173	1101		
State	477	479	487	484	458	460	1422	1423		
Nation	491	491	505	503	481	480	1477	1474		
ACT	English		Math		Reading		Science		Total	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
District	13.1	13.9	15.8	16.8	14.9	14.5	14.6	15.3	14.8	15.3
State	19.1	19.3	20.1	20.1	20.1	20.5	19.9	20.1	19.9	20.1
Nation	20.5	20.2	21.1	20.9	21.3	21.1	20.9	20.7	21.1	20.9

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School District Governance

Board Membership	5 trustees elected to at-large seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	72.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Change is always difficult to think of, execute, and deal with. Love of the "familiar" and the "comfortable" will always want people to remain where they are. The rule of the universe, on the other hand, is that transformation has to happen and change for the better should always be encouraged as a part of an ethical workplace focused on the development of the whole child.

Introducing change involves more than the initial decision. Planning for introducing the change, communicating proposed changes to key staff members, and managing the after-effects of the change are all part of the process that produces results.

Preparing employees of Hampton County School District 2 for change has involved consulting with and soliciting input from affected staff members during the decision-making process; discussing reasons for change; and finally, involving staff members and stakeholders in implementation of the change.

Hampton County School District is not only committed to high performance and continuous improvement but is dedicated to providing all students educational opportunities that are standard-based, challenging, and differentiated according to our needs. Our primary goals for 2012-2013 school year included: Increase k-12 student achievement; create a safe, orderly and supportive environment for teaching and learning; strengthen communication and collaboration with employees, students, parents, and the community; build the capacity of teachers, leaders, and support personnel to produce continuous improvement in student, school, and district performance; and maximize the impact of district resources upon student achievement to ensure transparency. The district is proud of its transformational efforts and wishes to celebrate the following:

The Estill High School Senior Class of 2013 was awarded 2.1 million dollars in scholarships

21st Century Learning Grant was awarded in the amount of \$577,000 to purchase distance and e - learning hardware

The 21st Century Learning Center grant was awarded to implement Marian Wright Edelman's Freedom Schools Model for students in grades 3-8

District policies and procedures that had a direct impact on student achievement was reviewed and revised

The early childhood family literacy program for parent with children ages 0 – 5 was enhanced

A partnership with the Technical College of the Lowcountry (TLC) was developed to enhance the Career and Technology Education Programs at Estill High School

21st Century classroom design increased by mounting LCD projectors at both Estill Elementary and Middle Schools

Safety at all district schools was increased by implementing the Lobby Guard – visitor management system
It is evident from the celebrations listed above that Greatness Leads Our Way in Hampton County School District Two.

Beverly Gurley, Ed.D., Superintendent

ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	74.1
Overall Grade Conversion	C
Points Total - Elementary Grades	92.5
Points Total - Middle Grades	65.1
Points Total - High School Grades	56.4

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator (Title I Schools)

Two schools were identified as Title I Reward School.

School	Status
Estill Middle	Priority
Estill Elementary	Focus

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
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Grades 3-5

All Students	632.4	623.1	585.0	593.8	99.5	100.0	N/A
Male	623.2	620.3	581.1	589.0	100.0	100.0	N/A
Female	644.8	626.6	589.7	601.0	98.8	100.0	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	631.7	621.4	582.8	592.8	99.4	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	632.3	623.2	584.7	594.1	100.0	100.0	N/A
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0	N/A

Grades 6-8

All Students	605.3	600.2	579.5	587.5	100.0	100.0	N/A
Male	597.1	595.0	579.1	583.0	100.0	100.0	N/A
Female	613.0	605.1	579.7	591.6	100.0	100.0	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	605.3	599.5	579.2	586.7	100.0	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	561.7	572.0	545.2	567.7	100.0	100.0	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	603.1	598.5	578.3	585.9	100.0	100.0	N/A
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0	N/A

Grades 9-12

All Students	219.3	214.3	62.1	63.2	100.0	100.0	76.6
Male	220.6	215.8	N/A	62.7	100.0	100.0	69.8
Female	218.1	213.1	N/A	63.6	100.0	100.0	82.4
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	219.9	214.5	62.3	63.0	100.0	100.0	76.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	40.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	217.2	212.2	61.8	62.4	100.0	100.0	75.3
Annual Measurable Objective (AMO)	226.0	223.0	77.0	73.0	95.0	95.0	74.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	59	100	28.3	34	37.7	71.7
	4	77	98.7	54.2	29.2	16.7	45.8
	5	78	100	61	27.3	11.7	39
	6	76	100	71.2	20.5	8.2	28.8
	7	89	100	80.7	13.3	6	19.3
	8	70	100	63.2	25	11.8	36.8
2013	3	52	98.1	27.7	31.9	40.4	72.3
	4	59	100	39.3	39.3	21.4	60.7
	5	75	100	45.8	40.3	13.9	54.2
	6	75	100	63.9	26.4	9.7	36.1
	7	74	100	50.7	42.5	6.8	49.3
	8	81	100	67.1	24.1	8.9	32.9
Mathematics							
2012	3	59	100	64.2	28.3	7.5	35.8
	4	77	100	54.8	39.7	5.5	45.2
	5	78	100	63.6	32.5	3.9	36.4
	6	76	100	72.6	21.9	5.5	27.4
	7	89	100	77.1	18.1	4.8	22.9
	8	70	100	80.9	14.7	4.4	19.1
2013	3	52	100	50	33.3	16.7	50
	4	59	100	33.9	48.2	17.9	66.1
	5	75	100	47.2	40.3	12.5	52.8
	6	75	100	70.8	25	4.2	29.2
	7	74	100	80.8	15.1	4.1	19.2
	8	81	100	69.6	21.5	8.9	30.4
Science							
2012	3	29	100	84	16	0	16
	4	77	100	71.2	28.8	0	28.8
	5	39	97.4	89.2	10.8	0	10.8
	6	37	100	77.8	22.2	0	22.2
	7	89	98.9	92.7	6.1	1.2	7.3
	8	35	100	57.1	42.9	0	42.9
2013	3	25	100	73.9	26.1	0	26.1
	4	59	100	62.5	32.1	5.4	37.5
	5	38	100	70.3	29.7	0	29.7
	6	37	100	57.1	40	2.9	42.9
	7	74	100	71.2	27.4	1.4	28.8
	8	41	100	92.5	5	2.5	7.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	30	100	78.6	17.9	3.6	21.4
	4	77	100	61.6	32.9	5.5	38.4
	5	39	97.4	84.2	13.2	2.6	15.8
	6	39	100	35.1	54.1	10.8	64.9
	7	89	100	85.5	13.3	1.2	14.5
	8	35	100	51.5	30.3	18.2	48.5
2013	3	27	100	64	36	0	36
	4	59	100	51.8	48.2	0	48.2
	5	37	100	62.9	34.3	2.9	37.1
	6	38	100	43.2	56.8	0	56.8
	7	74	100	69.9	28.8	1.4	30.1
	8	40	100	51.3	41	7.7	48.7
Writing							
2012	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	78	100	57.1	26	16.9	42.9
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	70	98.6	54.4	32.4	13.2	45.6
2013	3	52	98.1	43.8	41.7	14.6	56.3
	4	59	100	57.1	26.8	16.1	42.9
	5	74	98.7	56.3	32.4	11.3	43.7
	6	74	100	59.7	31.9	8.3	40.3
	7	74	98.7	47.2	40.3	12.5	52.8
	8	80	100	51.3	35	13.8	48.8

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*
English/Language Arts								
All Students	2012	69	100.0	23.5	51.5	22.1	2.9	25.0
	2013	72	100.0	25.0	45.8	20.8	8.3	29.2
Mathematics								
All Students	2012	69	100.0	38.2	41.2	17.6	2.9	20.6
	2013	72	100.0	27.8	52.8	15.3	4.2	19.4

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	11.8%	4.9%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.8%	0.0%	No
Student attendance rate, grades K-8	93.9%	94.0%*	No

* Adjusted to account for natural variation in performance.
** Or greater than last year

Abbreviations for Missing Data